

Dear Instructional Quality Committee and Members of the Curriculum Framework and Evaluation Criteria Committee;

First, I would like to commend your incredible work for the Draft History-Social Science Framework, it is a large undertaking and your efforts are well noted.

Below are some notes and considerations during the revision period. I have also attached the same notes in a Word doc. if it is an easier format.

History-Social Science Draft Considerations

- Upon review of the HSS Framework, it appears that Transitional Kindergarten (TK) is not represented. As of the 2012-2013 school year, TK became a new grade level. EC 48000(f) states “TK programs are intended to be aligned to the California Preschool Learning Foundations developed by the CDE.” I believe your committee could enhance the document by an alignment added to the HSS Framework to include a chapter for TK. The Alignment of the California Preschool Learning Foundations offer examples of how this has been done for other content areas and the draft 2014 Science Framework provides a more current example representing TK. This would make these new CDE documents in coherence with one another. Thank you for considering this feedback and how we might best support our teachers in serving our newest grade level.
- Under each grade span chapter (i.e. Chapters 2, 9, and 13) there is a section labeled Literacy, which outline the considerations for reading and writing in a history-social science class. It might be beneficial to add a component for speaking and listening. Although speaking and listening is not called out in the Literacy standards for History/Social Studies, Science, and Technical Subject, it is represented in the anchor standards. History-social science teachers have a shared responsibility to provide opportunities for students to become broadly literate, possess the capacities of a literate individual and be prepared for college, career, and civic life in the 21st century. Speaking and listening is a critical step for students to first practice their understanding orally and later demonstrate their literacy in writing, therefore providing opportunities for speaking and listening should be included under the Literacy section. In addition, history-social science teachers are integrated ELD teachers who are expected to use the ELD standards during instruction. Speaking and listening are represented in all three parts of the ELD standards and is necessary for students to be able to have access to the content.
- Within the Framework are considerations for English Learners and the expectation for history-social science teachers to explicitly teach the “language” of history. For example in Chapter 9, line 166-180:

“All students, especially ELs, benefit from a focus on making choices about how to use language in their writing for clarity, precision, and variety, adapting their choices to be appropriate for the task, purpose, and audience. For example, students learn to express attitudes and opinions or temper statements with nuanced modal expressions and use grade-appropriate general academic words and domain-specific words and phrases. They also develop their understandings about how English works to make meaning via structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas in

writing. As do all students, ELs in middle school work their way towards full proficiency in English by becoming increasingly conscious about the language choices they make to express their ideas in writing. In other words, they learn to make intentional choices about particular language resources (e.g., cohesive devices, grammatical structures, vocabulary) in order to illustrate their understanding of content.”

This is a necessary addition to the framework, however, it would be beneficial to provide examples of this using historical resources. Many secondary history-social science teachers may be unaware of the meaning of temper statements with nuanced modal expressions and cohesive devices, and would benefit from an example within the text. The addition of some examples of language choices within the context of history-social sciences would help teachers to transfer their knowledge and awareness of the “language of history” to their lessons.

- Historical Analysis Skills are referenced in the introduction, it might be helpful to call out the exact skills that are to be considered in designing units.
- In Chapter 1, pg. 22 line 473-483: There is language describing the level of questions provided in the framework. However, there is no language determining whether or not these questions are expected to be addressed as they are explicitly written or is it acceptable for teachers to modify the questions for their classroom instruction.

“It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporate the most recent scholarship in a given field. Throughout the Framework, we’ve included broad questions such as, “What does freedom mean and how does it change over time?” and more narrow inquiries, like, “Why was there a Columbian Exchange?” Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized. It also allows the natural connections between the disciplines to take center stage, by examining an important event, for example, from its economic, political, and geographic dimensions, as well as its place in the chronology of the past.”

- Throughout the grade-level chapters (Ch. 3-8, 10-12, 14-18) there are broad questions or questions of significance listed in bullet format at the beginning. Then within the text of the chapter, are some narrow questions bolded. It would be helpful to have all the questions listed/categorized for each unit as a quick reference and easier to locate the questions.
 - o Questions of significance
 - o Broad question
 - o Narrow questions

Thank you for work and commitment to history-social science,

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"Commitment to Quality Education for All"